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ABSTRACT

This career exploration student workbook contains information and activities intended for use in junior high experience-based career education programs. The activities included are designed to help the students learn more about themselves and the world of work through both simulated and actual experiences. The workbook includes information on such topics as career decision making, admission procedures/requirements for vocational education programs, and where to find career information. Most of the workbook activities contain surveys, checklists, personal inventories, or questionnaires concerning such tasks as assessing interests, aptitudes, and abilities and identifying work attitudes, personality traits, and educational plans. (BM)

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CAREER EXPLORATION GUIDE

AND

WORKBOOK

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INTRODUCTION

Career education at Maysville is an educational program in tune with real-life needs of students. It is designed to provide the student with decision making abilities, and a solid base of information so the student can relate to occupations in the world of work. We feel this will give our students a better match-up between ability and employment.

Through the combined efforts of students, teachers, parents, counselors, administrators, and employees working together towards one goal, our purpose, most assuredly, will be productive.

The following people have contributed to the development of this handbook: Douglas Fink and Carolyn Leach, content review; Gary Reichenbach, art work for cover; Tina Haney, typist.

Charles R. Morehead
Director
Career Development Program
Maysville Local Schools

CAREER EXPLORATION PROGRAM

The goal of the Career Exploration Program in the Maysville Schools is to provide every student the opportunity to explore various types of work, so they are equipped with accurate information to make tentative career decisions and select a course of study at the high school or vocational school that reflects their interests and abilities.

The teacher will build on your experience by exploring occupations relating to each subject area. You will individually spend time with employers in business and industry, as well as have employers visit your classroom. Films, soundstrips, career kits and books fortify the in-depth examination of particular jobs.

These simulated and actual experiences will enable you as students to experience the work first hand. Your reactions will enable you to choose the appropriate curriculum for grades 11-12.

This workbook should make it easier for you to keep a file of your experiences.

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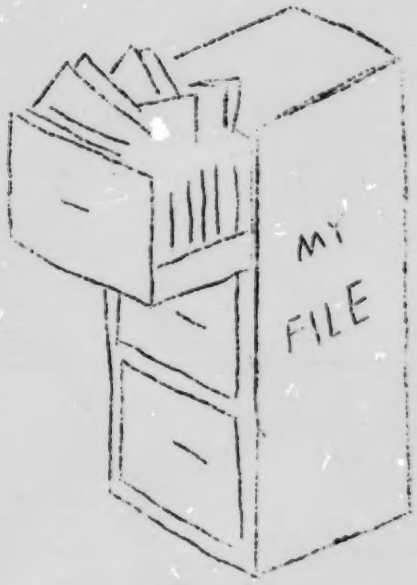
ABOUT THIS GUIDE AND WORKBOOK

This Career Education Guide and Workbook contains information and activities that will guide your participation Experience Based Career Education.

Some of the activities will help you find out about yourself. Others will introduce you to the many aspects of the world of work. Your work will be guided by a Career Education Director, your counselors, and your teachers.

When completed, this Career Education Guide and workbook should be kept for future reference.

Your thoughts and ideas are important. It is important that you keep a file of all materials used in Experience Based Career Education. If you do this you will be able to see and measure your changes in thinking.



PROGRAM REQUIREMENTS

1. Each student will be allowed to make a maximum of three explorations during school time.(18 hours)

2. Each student is expected to keep an accumulative up to date file.

3. Each student is expected to complete this workbook by the end of the exploration program.

4. This workbook should be placed in your file at the end of your freshman year.

5. This workbook will be considered as part of your English requirement.

*If workbook is lost a replacement can be obtained through the Career Education Office, at a cost of $1.00 (453-0877).

INTRODUCTION

Have you ever stopped to wonder what your future will be like? The answer to this question will depend upon many factors including your interests, abilities, aptitudes, and the kind of life style you want to lead. Of course proper planning may help you achieve your goals. Through Career Exploration, each student can gather information and secure experiences related to interest in occupations. The question is often asked, "When should I decide upon a career?" The answer to this question depends upon an individual's readiness to make a decision. Deciding upon a career is an important decision. This decision should be based upon the best information you can get. The choice of a career will be yours to make. Others can give you information and advice but nobody can really tell you what to do with your life. You need to accept responsibility for planning. Your approach to your years as a worker should be planned in such a way that you can achieve self satisfaction as well as financial rewards.

FOR YOUR INFORMATION

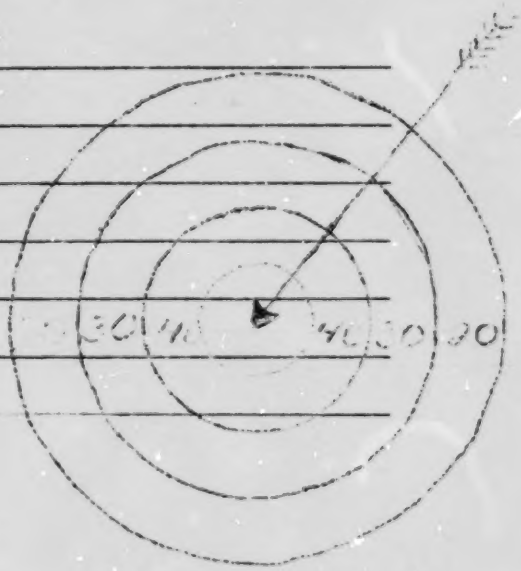
CHECK "YES" OR "NO" AFTER EACH STATEMENT

1. Have you given serious thought to your future and a career? yes___ no___
2. Do you think that what you are learning now in school will help you in the future: yes___ no___

4. Do you have a variety of hobbies and other interests?
   yes___ no___
5. Have you sought the advice of your parents, counselors and teachers? yes___ no___
6. Are you ready to accept responsibility for planning for your future? yes___ no___
7. List your immediate goals. List your long range goals.

Immediate

Long Range



TAKE AIM AT YOUR FUTURE!!!

SURVEY OF CAREER DEVELOPMENT ACTIVITIES

CHECK "YES" OR "NO" TO EACH STATEMENT BELOW

RESPONSE		ACTIVITY	TIMES
yes___	no___	Have used career resource center in the library.	1 2 3 4 5 6
yes___	no___	Have taken an individual career education field trip.	1 2 3 4 5 6
yes___	no___	Have tried out some jobs that interest me.	1 2 3 4 5 6
yes___	no___	Have observed workers in careers that interest me.	1 2 3 4 5 6
		Have been involved in career related activities in my classes as follows:	
yes___	no___	English	1 2 3 4 5 6
yes___	n0___	Science	1 2 3 4 5 6
yes___	no___	Mathematics	1 2 3 4 5 6
yes___	no___	Industrial Arts and Home Economics	1 2 3 4 5 6
yes___	no___	Social Studies	1 2 3 4 5 6
yes___	no___	Health or Physical Education	1 2 3 4 5 6
yes___	no___	Music	1 2 3 4 5 6
yes___	no___	Art	1 2 3 4 5 6

NOTE: This survey will be taken again at the completion of the program.

GET YOUR CAREER PLANNING

OFF THE GROUND!!!

CAREER EXPLORATION: WHY? WHEN? WHERE?

Why Study Careers?

Choosing a career is an important decision. There are a tremendous number of possibilities. You should be exposed to as many options as possible to aid you in your eventual career choice.

When Should I Study Careers?

Every subject you take in school relates in some way to your future. If you are really thinking, your study of career will be a continuous challange throughout the high school years.

What Careers Should I Study?

Begin by studying those careers that interest you the most. Next, try to find out if you have the potential ability to be successful in the career that interests you. Be realistic in your choices. For example, being a professional athlete or a model are glamourous occupations. Realistically speaking, there is relatively small demand in these occupations. Of course, if you feel that you can be a professional athlete or a model, then by all means you should try. The freedom to choose is yours, but be honest with yourself in an assessment of your chances for success.

Where Can I Get Career Information?

Career information is available from many sources. The following is a list of some sources that are within your reach:

1. School Counselors
2. Parents
3. Teachers
4. Labor Organizations
5. Places of employment
6. School and public libraries
7. Employed persons
8. Professional or civic organization
9. Friends and relatives
10. Newspapers and magazines

There are many sources of free information on careers. Names and addresses may be obtained from your counselors and the career education office (453-2577).

TAKING A LOOK AT INTERESTS

Someday you will go to work. It is important to find the career that most nearly has all of the things you want. It is also important to know something about yourself so you can make a committment to your work whatever it might be.

Each person has many different interests. It is possible to relate one or more of your interests to a career. At this time you should begin to identify all of your interests and the careers that relate to them.

Someday, you will need to narrow down your interests and begin to think about the kind of career you really want. Being aware of your interests and the careers that are available will help you make that important decision when the time comes.

SOME DIFFERENT WAYS OF CATEGORIZING INTERESTS IN OCCUPATIONS

In the following activity, list an interest and see if you can name some of the careers that go along with the interests. An example is given:

	INTERESTS	RELATED OCCUPATIONS
Example:		
1.	Chemistry	Engineer, Chemical Technician, Chemical Laboratory Technician-Hospital Laboratory Technician Plastics Industry Worker Environmental Scientist
2.	_____	_____
		_____
		_____
		_____
		_____

PERSONAL ANALYSIS FORM

The following questions will help you identify your personal characteristics. When you complete this Personal Analysis, you will have a summary description of your "credentials" and work preferences. Then you will be able to compare yourself to the opportunities and requirements of the various jobs you will study.

GENERAL

1. What kinds of tasks or duties do you think you might like in a job: (Operating a machine, talking to others, working with figures, etc.)

_____

_____

_____

_____

_____

2. In what kind of business would you prefer to work? (For example: retail store, grocery store, service station, restaurant, etc.)

_____

_____

_____

3. Do you expect to have one job or would you prefer to have several different jobs during your working lifetime:

_____only one job _____several jobs

4. Would you mind working at odd hours (nights, or in special seasons for example) or would you only accept a regular eight hour working day?

_____regular 8 hour day _____any working hours

5. Estimate what you expect your average yearly salary to be:

_____$3,000 to 4,999	_____$11,000 to 14,999
_____ 5,000 to 6,999	_____ 15,000 to 19,999
_____ 7,000 to 8,999	_____ 20,000 to 49,999
_____ 9,000 to 10,999	_____ 50,000 and above

EDUCATIONAL AND TRAINING REQUIREMENTS

6. What high school courses are you planning to take?

___College Prep	___Vocational	___Other
___General	___Combination	___What?_____

7. What types of education and training are you planning?

___High School	___Business College
___On-the-job Training	___Junior College
___Apprentice Training	___College
___Technical Institute	___Graduate School

SPECIAL REQUIREMENTS

8. Complete the following items relating to your health:

How tall are you?	___Ft.	___In.	
Do you wear glasses?	___Yes	___No	
How is your hearing?	___Good	___Fair	___Poor
How is your general health?	___Good	___Fair	___Poor

9. Do you think you might ever like to join a union? ___yes ___no

10. Do you think you might like to join a professional association?

___yes ___no

WORKING CONDITIONS

11. Which of the following conditions do you feel you could stand as a regular part of your job.

a. ___working indoors
b. ___working outdoors
c. ___working in hot temperatures
d. ___working in cold temperatures
e. ___working in wet, humid conditions
f. ___working where much noise or vibration is present
g. ___work involving hazards and the risk of bodily injury
h. ___working where fumes, odors, dust are present
i. ___working where ventillation is poor
j. ___other (specify): _____
k. ___other (specify): _____

PHYSICAL DEMANDS

12. Which of the following types of physical activity do you feel you could stand as a regular part of the job?

a. ___very heavy work
b. ___climbing and/or balancing
c. ___stoopling, kneeling, or crawling
d. ___reaching, handling
e. ___careful talking, hearing
f. ___seeing, closely observing

INTERESTS

13. Would you rather work on a job involving things and objects?

___yes ___no

14. Would you prefer meeting and working with others and or maintaining business contacts with others? ___yes ___no

15. Would you prefer to do the same things on your job daily?

___yes ___no

16. Do you like a job which directly benefits or gives services to others? ___yes ___no

17. Would you like a job that helps build self respect to others?

___yes ___no

18. Would you prefer work involving people and ideas? ___yes ___no

19. Would you prefer work of a scientific or technical nature?

___yes ___no

20. Would you prefer to perform a variety of tasks on the job?

___yes ___no

21. Would you prefer a job in which you could produce visible products? ___yes ___no

22. Do you enjoy working with machines? ___yes ___no

TEMPERAMENTS

23. Do you prefer doing things which involves a variety of duties characterized by frequent changes in those duties (for example working on several committees?) ___yes ___no

24. Do you like repeating the same job tasks? ___yes ___no

25. Do you prefer to work under the direction of someone else:

___yes ___no

26. Do you like to plan or direct the work of others? ___yes ___no

27. Do you like to work in close cooperation with others?

___yes ___no

28. Do you prefer working alone? ___yes ___no

29. Do you like to convince or influence the ideas of other people?

___yes ___no

30. Do you like the challenge of having to make quick judgments in presure situations? ___yes ___no

31. Do you like to make a great many decisions based on observation and judgment? ___yes ___no

32. Do you like to work at a task involving a lot of facts and figures? ___yes ___no

33. Do you like to help people put their ideas and feelings into words? ___yes ___no

34. Do you like to do a great deal of precise and accurate work? ___yes ___no

RELATIONS TO DATA, PEOPLE, THINGS

35. The following list of activities involve DATA (facts, figures, charts, graphs, statistics). Check which of them you would prefer doing on a job:

___a. Regularly work with data, make reports, etc.
___b. Sometimes handle figures.
___c. Seldom required to do more than write down figures.
___d. None of the above.

36. The following list of activities involve PEOPLE. Check which of them you would prefer doing on a job:

___a. Regularly deal with people, organizing their work, supervising or training others.
___b. Sometimes show others what to do, give information to others.
___c. Do as directed by others to meet their needs.
___d. None of the above.

37. The following list of activities involve THINGS, (machinery, equipment, tools, products). Check which of them you would prefer doing on a job:

___a. Regularly handle complex machinery, set up equipment, for operation, operate technical equipment.
___b. Driving guiding or using tools, equipment, etc., as directed.
c. Using simple tools that require only starting and stopping, carrying or loading type tasks. Seldom use tools, machinery or equipment.
___d. None of the above.

No one could honestly answer yes to all the questions; nor should they have answered with all no's. Now count up the yes and no responses and record them below. The more yes answers you have and the fewer no's, perhaps the greater choice you'll have in selecting a career.

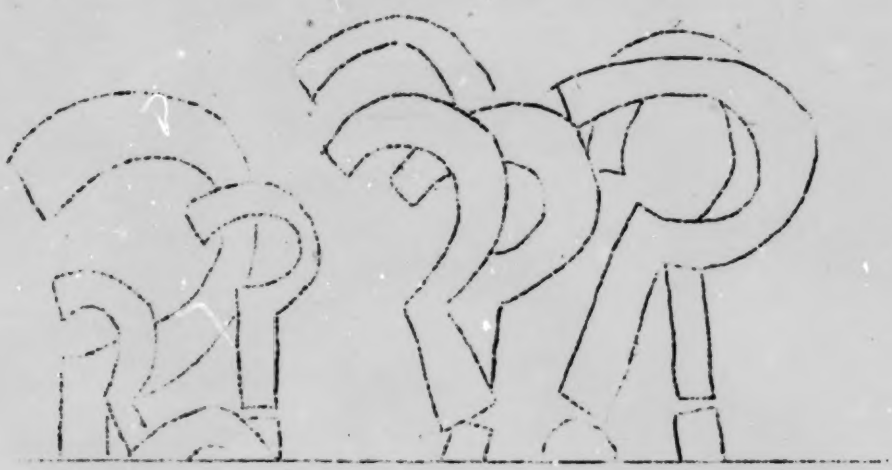
YES____
NO_____

SOME QUESTIONS FOR THOUGHT AND DISCUSSION

Check "Yes" or "No" To Each Statement

BEFORE EBCE	AFTER EBCE	
Yes___No___	Yes___No___	It is important that we understand ourselves.
Yes___No___	Yes___No___	Various influences shape our personalities.
Yes___No___	Yes___No___	Planning is not very important in achieving our goals.
Yes___No___	Yes___No___	There is no one we can go to for help in solving problems.
Yes___No___	Yes___No___	There is no difference between interest and ability.
Yes___No___	Yes___No___	Personal interest affects your choice of a career.
Yes___No___	Yes___No___	Interests do not change over the years.
Yes___No___	Yes___No___	Abilities influence success in a career.
Yes___No___	Yes___No___	It is important to analyze one's abilities.
Yes___No___	Yes___No___	A person's interest and abilities are always the same.
Yes___No___	Yes___No___	Personality characteristics influence occupational success.
Yes___No___	Yes___No___	Personality can be improved.
Yes___No___	Yes___No___	Parents should be involved in your career choice.
Yes___No___	Yes___No___	One has little responsibilities toward parents.
Yes___No___	Yes___No___	People work just to make money.
Yes___No___	Yes___No___	It is important to make educational and vocational plans early.
Yes___No___	Yes___No___	A person can achieve success in more than one career in a lifetime.
Yes___No___	Yes___No___	It is not very important to understand employment trends.
Yes___No___	Yes___No___	There is no such thing as job descrimination.
Yes___No___	Yes___No___	There are many sources of occupational information within the school.
Yes___No___	Yes___No___	It is helpful to understand the educational training requirements for an occupation while you are still in school.

BEFORE EBCE	AFTER EBCE	
Yes__No__	Yes__No__	Work experience is valuable to a person's career.
Yes__No__	Yes__No__	There are advantages and disadvantages to vocational work.
Yes__No__	Yes__No__	There are advantages and disadvantages to college education.
Yes__No__	Yes__No__	Your life after high school will not be much different.
Yes__No__	Yes__No__	High school is a waste of time.
Yes__No__	Yes__No__	Dropping out of high school is a smart move.
Yes__No__	Yes__No__	You have all the answers to your questions.



What questions would you like to have answered???

_____

_____

_____

_____

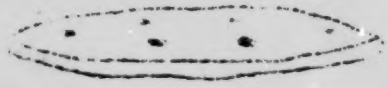
_____

WHERE CAN I GET CAREER INFORMATION?

Career information is available from many sources. Following is a list of some sources that are within your reach. Check those you have already seen for information and advice before and after your participation in experience based Career Education.

BEFORE EBCE	AFTER EBCE	
____	____	School counselors
____	____	Parents
____	____	Teachers
____	____	Labor organizations
____	____	Places of employment
____	____	School and public libraries
____	____	Employed persons
____	____	Professional or civic organizations
____	____	Friends and relatives
____	____	Newspapers and magazines

There are many sources of free information on careers. Names and addresses may be obtained from your counselors and the career education office.



COME OUT AND TAKE A LOOK AROUND!!!

CAREER MATERIALS CENTER

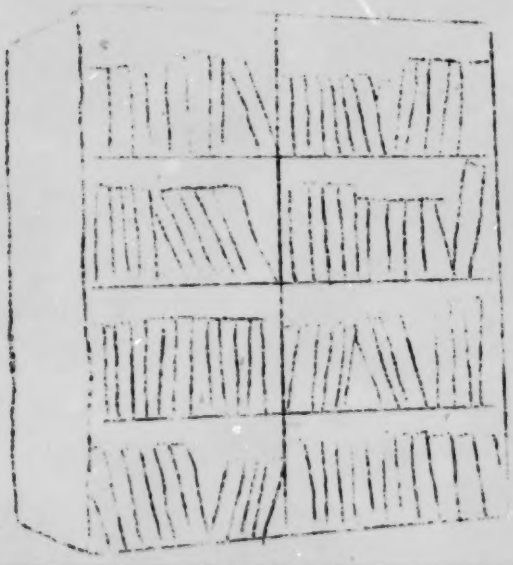
The Career Materials Center located in the libray offers a variety of career materials. A wide range of books, college catalogs, and vocational information are available for your use.

In addition, there is a bulletin board display of unique career information. The Occupational and College View Deck has proven to be helpful to many students and is available to you. An assortment of FREE career information is located in the conveniently placed pamphlet racks.

The career education office contains much information on the career clusters and individual occupations. The Chronicle Career Kit is an extensive collection of career information. This may be used upon request.

A large number of career oriented filmstrips and cassettes may be used upon request. The necessary equipment needed to view or listen to this material will be provided for you.

You will find what you are looking for, on any career subject, in the Career Materials Center. See the career education coordinator or the librarians. They will be happy to serve you.



VISIT THE CAREER MATERIALS CENTER IN THE LIBRARY. . .

THE OHIO VOCATIONAL INTEREST SURVEY

As a Maysville student you have or will have taken The Ohio Vocational Interests Survey. Look at the reprint of the Student Report Folder. You will see that the OVIS measures 24 interest scales. The reasons for taking the survey and its value is also explained. You will also see a sample Profile Chart.

The Profile Chart ranks your interest from high to low depending on the way you answered the survey items. Do not be afraid to explore occupations related to the scales where you scored low.

If you have any questions about the OVIS you should see your counselor. If you have taken the OVIS a copy of your profile chart should be in your folder and you can refer to it any time you are planning for the future.

THE OVIS INTEREST SCALE

1. Manual
2. Machine Work
3. Personal Services
4. Caring for People or Animals
5. Clerical Work
6. Inspecting and Testing
7. Crafts and Precise Operations
8. Customer Services
9. Nursing and Related Technical Services
10. Skilled Perscnal Services
11. Training
12. Literary
13. Numerical
14. Appraisal
15. Agriculture
16. Applied Technology
17. Promotion and Communications
18. Management/Supervision
19. Artistic
20. Sales Representative
21. Music
22. Entertainment & Performing Arts
23. Teaching, Counseling & Social Work
24. Medical

WE WILL USE OHIO VOCATIONAL INTEREST RESULTS IN CAREER EXPLORATION.

ABILITY AND APTITUDES

WHAT IS ABILITY?

Simply defined, ability is some skill that you possess. It is something you can already do. Numerous persons around you might possess the same skill to a greater or lesser degree.

It will be helpful for you to determine your abilities because this will directly influence your choice of a career.

There are different ways to determine your abilities. First, you are probably aware of some things that you do well compared to others. Another way to determine your abilities is to take special test given by the school for this purpose. Your school counselor can help you understand what your abilities really are. A visit to your counselor can help you discover what your strengths and weaknesses really are. Knowing this may help you plan your school program and help you make a choice concerning a career for which you are best suited.

WHAT IS APTITUDE

An aptitude is a potential for performing an activity. Some things that might influence your potential are your genetic structure (what you got as a result of being born to your parents), your physical makeup, (how well your body operates), and your environment.

Can aptitudes change? With experience, training, and practice aptitudes can change. Perhaps you are not even aware of the aptitudes you possess. Again, certain tests such as the General Aptitude Test Battery can help you find out something about your aptitudes and how they relate to making career choices.

ABILITY VS. APTITUDE

John Jones always wanted to be on the high school track team. When he was twelve, he could outrun everyone on his block. When John entered the 9th grade he joined the track team. Look at his record over four years in the 100 yard dash.

GRADE	TIME - 100 YARD DASH
9	11.0
10	10.6
11	10.2
12	9.9

QUESTIONS

1. What do you think John's ability was as far as track was concerned?

2. What would you say about John's potential in track and field?

3. List some reasons that might have caused his improvement?

4. Do you think that John has reached his true potential?

If you thought through each of the questions above you have perhaps concluded that there are many factors to think about as far as aptitude is concerned. What about your own abilities and aptitudes? Do you know what they are?

THE GENERAL APTITUDE TEST BATTERY

The General Aptitude Test Battery is a test devised by the U.S. Department of Labor to measure aptitudes. Each measured aptitude is related to some job or activity. While taking the GATB, you will experience 12 test parts. Some are paper and pencil exercises while others require working with your hands. After you take the GATB you will receive a computer printout, with which we can interpret your aptitude results. They are primarily to help you decide about the types of jobs you can do, the subjects you should select in school, and school selection such as college, technical school, joint vocational school, etc.

GENERAL APTITUDE TEST BATTERY

STUDENT APTITUDE PROFILE

STUDENT NAME_____ TESTING DATE_____ GRADE____ AGE__

SCHOOL NAME_____ INTERPRETATION DATE_____ NORM_____

STANINE SCORES

INTERPRETIVE CATEGORIES	Lowest	Low		Below Average		Slightly Above Average	High	Highest
GENERAL LEARNING ABILITY								
G	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-
VERBAL APTITUDE									
V	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-
NUMERICAL APTITUDE									
N	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-
SPATIAL APTITUDE									
S	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-
FORM PERCEPTION									
P	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-
CLERICAL PERCEPTION									
Q	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-
MOTOR COORDINATION									
K	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-
FINGER DEXTERITY									
F	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-
MANUAL DEXTERITY									
M	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-
	4%	7%	12%	17%	20%	17%	12%	7%	4%

YOU AND YOUR ABILITIES

Listed below are several specific areas of ability. On the right are three degrees of ability. Consider each ability individually and check the degree which you believe you possess. Discuss your assessment of your abilities with your teachers, counselors, or career education coordinator.

AREA OF ABILITY	DEGREE OF ABILITY		
	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
PHYSICAL			
a. Strength			
b. Coordination (Muscle Control)			
MANUAL (Skillful use of hands or tools)			
MECHANICAL (Skill with machines)			
CLERICAL (Writing, recording, note taking)			
LEADERSHIP			
SOCIAL (Getting along with others)			
MUSICAL			
ARTISTIC			

Continuation

YOU AND YOUR ABILITIES

AREA OF ABILITY	DEGREE OF ABILITY		
	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
MENTAL			
a. Verbal Meaning (Ability to understand ideas expressed in words)			
b. Reasoning (Ability to resolve problems)			
c. Numerical (Ability to work with numbers rapidly and accurately)			
d. Work Fluency (Ability to write and talk easily)			
e. Memory (Ability to recall past experience)			

PERSONAL TEST ASSESSMENT

By using the information from the G.A.T.B. and O.V.I.S. and comparing them to thousands of others (norm score) you can get a good view of yourself and where you might head after school is over.

With the aid of your teacher or guidance counselor enter below some conclusions you have made about yourself after viewing your G.A.T.B. and O.V.I.S. scores.

According to the G.A.T.B. my strongest abilities are:

1. _____ 3. _____

2. _____ 4. _____

Worker trait groups that I would like to explore include: (from your G.A.T.B. printout)

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Specific occupations within the above worker trait groups I would like to explore include: (you can get these from the Occupational Outlook Handbook)

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

According to the O.V.I.S. my interests compare with people involved in the fields of: (If you have taken this survey. If not, just list your interest)

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

In looking at my interest and abilities the following occupational areas, or jobs seem to match up:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

LIST THREE JOB TITLES OF FRIENDS OR RELATIVES THAT WORK. OUTLINE THEIR EDUCATION AND TRAINING. MAIN RESPONSIBILITIES IN THEIR JOBS, AND WHAT THEY LIKE OR DISLIKE ABOUT THEIR JOB.

1. TITLE: _____

Education and Training: _____

_____

_____

Main Responsibility: _____

_____

_____

Likes and Dislikes: _____

_____

_____

2. TITLE: _____

Education and Training: _____

_____

_____

Main Responsibility: _____

_____

_____

Likes and Dislikes: _____

_____

_____

3. TITLE: _____

Education and Training: _____

_____

_____

Main Responsibility: _____

_____

_____

Likes and Dislikes: _____

_____

_____

VALUES AND CAREERS

What are human values? The word value suggests the "worth" of something. Human values are those things that an individual believes are worthy of believing in or doing. Our values become part of our personality as we learn them. In this case we are thinking about those actions which our society deems "acceptable".

Our values can determine career choice. In the following activity, list some occupations that relate to each "value".

1. Job Security

_____

_____

_____

2. Helping People

_____

_____

_____

3. Being Creative

_____

_____

_____

4. Protecting People

_____

_____

_____

5. Working With Other People

_____

_____

_____

6. 8 - 4 Day

_____

_____

_____

7. Traveling

_____

_____

_____

8. Earning High Pay

_____

_____

_____

9. Protecting Our Environment

_____

_____

_____

In this section many ways have been explored through which students may begin to look at careers. Some of these were interests, both expressed and measured, abilities, aptitudes, and values. List five careers that you would be interested in at this time and give reasons why you might be interested. Include your values in the reasons as well as other aspects about yourself.

	CAREER	REASON FOR CHOICE
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

BEHAVIOR CHECK LIST

yes	no	undecided	I am a pleasant person. I smile alot.
yes	no	undecided	I follow instructions well.
yes	no	undecided	I accept criticism well.
yes	no	undecided	I seldom complain.
yes	no	undecided	I am a helpful person.
yes	no	undecided	I am loyal to my friends.
yes	no	undecided	I am able to understand the other person's point of view.
yes	no	undecided	I show respect for adults or persons in authority.
yes	no	undecided	I do not make excuses for my mistakes
yes	no	undecided	I follow school regulations.
yes	no	undecided	I always keep a committment.
yes	no	undecided	I have many varied interests.
yes	no	undecided	I am considerate of other persons.

NUMBER OF YES'S CHECKED _____

NUMBER OF NO'S CHECKED _____

You should have been able to check yes to most of the statements above. If you were honest in your evaluation of yourself you found that you checked no to some statements or were undecided about others. If so, you should evaluate yourself on the items that were checked no and decide upon a plan of improvement for those items. You need to do some thinking about the "undecided" responses.

PERSONAL INVENTORY

List below what you believe are your strong points and weak points. Be honest with yourself. List your talents as well as your faults.

STRONG POINTS	WEAK POINTS

PERSONALITY CHECK LIST

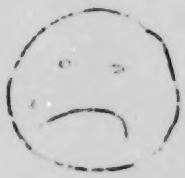
PERSONALITY CHARACTERISTIC	RATING (CHECK ONE)		
	STRONG	AVERAGE	WEAK
Politeness			
Punctuality			
Interest			
Ambition			
Enthusiasm			
Dependability			
Neatness			
Patience			
Loyalty			
Efficiency			
Honesty			
Cheerful			
Helpful			
Organization			
Cooperative			
Respect for rules			
Patience			

The above personality checklist may help you discover some strenghts and weaknesses. Be honest with yourself in checking the above points. Try to make corrections, especially in those areas in which you find yourself to be weak.

PERSONALITY AND THE JOB

List five personality traits you feel one needs to be successful at work and in school. Give reasons why the traits would be important.

	TRAIT	REASON
1.		
2.		
3.		
4.		
5.		



WORK ATTITUDES

Every person that works must develop proper work attitudes. Success in a career will depend a great deal upon your own attitude. Explain why an employer would place great importance upon the following work attitudes.

1. Getting along with other people

2. Pride in Workmanship

3. Honesty at work

4. Being responsible for tools and equipment

5. Enthusiasm for the job

6. Following safety rules

7. Following company policy

8. Giving more than minimum effort

CAREER CLUSTERS

The Career Clusters devised by the United States Office of Education is a way to categorize the 22,000 different jobs in the United States.

The clusters and some of the typical jobs are outlined below.

1. Agri-Business and Natural Resources
   - Forest Ranger
   - Soil Scientist
   - Forestry Aide
   - Veterinarian
   - Horticulturist

2. Environment
   - Treatment Helper
   - Air Analyist
   - Ecologist
   - Refuse Collector
   - Laboratory Technician

3. Health
   - Physician
   - Practical Nurse
   - Registered Nurse
   - Pharmacist
   - Medical Illustrator

4. Marine Science
   - Ship's Master
   - Zoologist
   - Marine Engineer
   - Oceanographer
   - Seaman

5. Communications and Media
   - Illustrator
   - Broadcaster
   - Broadcast Technician
   - Reporter
   - Advertising Salesman

6. Business and Office
   - Secretary
   - Stenographer
   - Accountant
   - Personnel Specialist
   - Business Machine Operator

7. Marketing and Distribution
   - Salesman
   - Buyer
   - Purchasing Agent
   - Product Designer
   - Warehouse Manager

8.	Public Service	Teacher Police Person Fire Person Postal Worker Senator
9.	Transportation	Air Traffic Controller Pilot Stewardess Truck Driver Dispatcher
10.	Personal Services	Barber Beautician Manicurist Cosmetologist Masseur
11.	Consumer and Homemaking Education	Chef Interior Decorator Model Cook Appliance Demonstrator
12.	Hospitality and Recreation	Teacher-Coach Clerk - Travel Agency Athlete Hotel Manager Hostess
13.	Fine Arts and Humanities	Artists Novelist Arranger Actor/Actress Illustrator
14.	Manufacturing	Assembler Test Technician Materials Handler Stock Clerk Inspector
15.	Construction	Electrician Plumber Carpenter Stonemason Contractor

NOTE: Some jobs may be found in more than one cluster. For example an illustrator may work in Communications, Health, and Art.

To study the career clusters in more detail, check with your guidance counselor and review the career cluster file in the guidance offices.

STUDENT ACTIVITY

CAREER CLUSTERS

Directions: For the following activity list five (5) clusters that interest you and list five additional occupations not given in the examples on pages 33 , 34.

1. _____
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
2. _____
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
3. _____
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
4. _____
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
5. _____
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

ASSESSING YOUR ACADEMIC PERFORMANCE

YOU'LL NEVER KNOW
HOW FAR YOU CAN REACH . . .

UNLESS YOU REACH OUT
AS FAR AS YOU CAN GO.

An honest evaluation of your academic performance is imperative in planning for the future. Not only what you have accomplished in the past, but what you can do in the future is all part of an ACTION PLAN.

1. For each of the subject areas listed below, write your average grade over the past two years.

   ENGLISH_____

   SOCIAL STUDIES_____

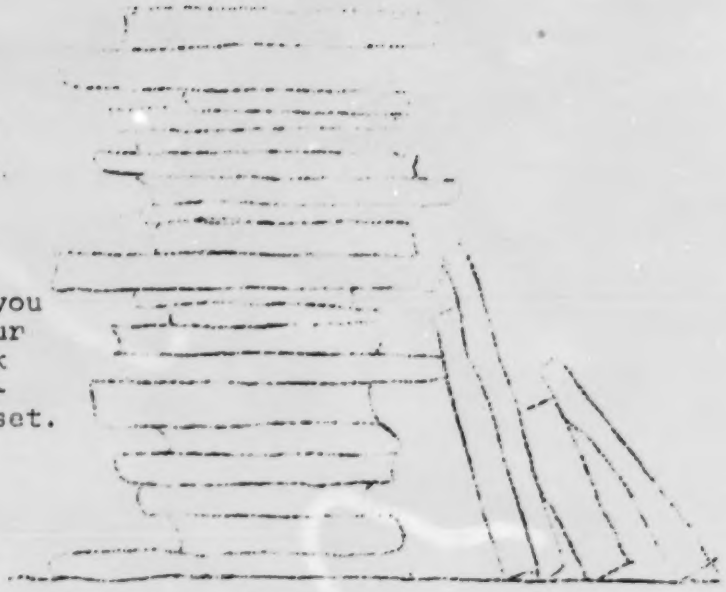
   SCIENCE_____

   MATHEMATICS_____

   SUBJECT OF YOUR CHOICE

   _____
   (subject)

ASSESSING
YOUR ACADEMIC PERFORMANCE



Select a subject in which you want to improve. Using your teacher as a resource, work out a plan to reach an academic goal which you will set.

Present

Subject_____

Present Grade_____ Teacher_____

Hours/week spent in preparation_____

Breakdown of the total preparation time:

Homework (written)_____ Homework (study)_____

Review for tests_____ Projects_____

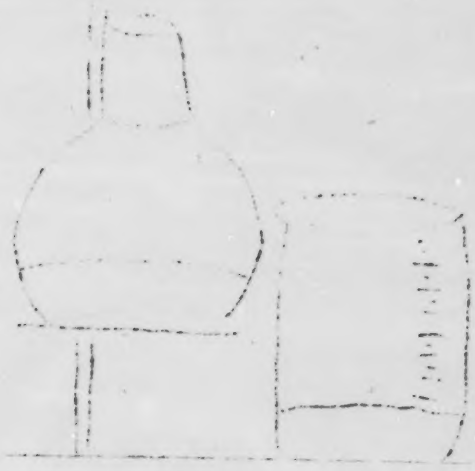
Absences_____ Tardiness_____

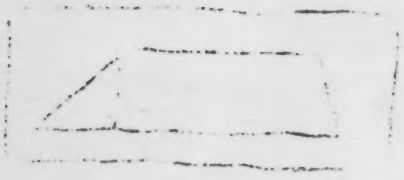
Attitude

SCHOOL SUBJECTS ARE IMPORTANT

LIST SOME OCCUPATIONS WHERE A KNOWLEDGE OF THE FOLLOWING SUBJECTS ARE IMPORTANT. CHECK YOUR LISTS WITH YOUR SUBJECT AREA TEACHERS TO SEE IF IT IS ACCURATE.

SUBJECT	OCCUPATIONS
ENGLISH	_____
	_____
	_____
HEALTH	_____
	_____
	_____
MATH	_____
	_____
	_____
SCIENCE	_____
	_____
	_____
SOCIAL STUDIES	_____
	_____





HIGH SCHOOL EDUCATIONAL PLAN

VOCATIONAL GOAL _____ NAME _____

9th grade

Subject	Credits
English I	
Social Studies	
Earth or Physical Science	
Alg. I, Bas. Alg., or Gen. Math	
Physical Ed.	
_____	
_____	
TOTAL	

10th grade

Subject	Credits
English II	
World His., Consumer Ed. or Geography	
Health	
Phys. Ed.	
_____	
_____	
_____	
_____	
TOTAL	

11th grade

Subject	Credits
VOCATIONAL SCHOOL Program _____	
or	
High School Curriculum	
English III	
U.S. History	
_____	
_____	
_____	
_____	
_____	
_____	
TOTAL	

12th grade

Subject	Credits
English IV, Honors Engl, or Communications	
Government	
_____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	
TOTAL	

4-year Total Credits _____

MAKING CAREER DECISIONS

When and how do you make decisions concerning the choice of a career? This is a very difficult question to answer for each person is responsible for, and must live with the choices made. There are some critical decision points as you move through the high school years. Your counselors can help you with the timing of such decisions so you should maintain communication with your counselor and keep him or her up-to-date on your thinking.

We are particularly interested in the experiences you can gain through career education. Through career education you can explore the many opportunities and receive assistance in defining your career goals.

As you grow in knowledge and experiences concerning careers, your thinking will change and so will your goals. Therefore, it is truly important that you recognize the wide range of opportunities and how they can satisfy your life's ambitions.

Remember your parents, teachers, counselors, and the community are all behind you in your efforts to find your place in life. Remember also, you must grow and mature to a point that you are ready to accept the responsibility of making a career choice. You must assume this responsibility for your future because only you can live your life.

CROSS ON ALL CLEAR SIGNAL!!

PROBLEMS IN THE WORLD OF WORK

The following problems might confront you as you prepare to go to work and after you are on the job. How would you handle them?

1. You want some kind of job experience before you leave high school, but you have been unable to find a job.

   SOLUTION:

2. You want to be an engineer, but you do not know if you have the ability.

   SOLUTION:

3. Your parents want you to be a teacher, but you want to be something else.

   SOLUTION:

4. You want to go into police work, but you must be 21 to apply and you are only 18.

   SOLUTION:

5. You want to go into the health fields, but do not know what courses to take in high school.

   SOLUTION:

6. You took auto mechanics in high school, but you cannot find a job.

   SOLUTION:

7. You have not done well in high school, but now you want to go to college.

   SOLUTION:

8. You have taken all college prep. and honor classes in high school, but now you don't want to go to college.

   SOLUTION:

INTELLIGENT CHOICES
ARE THE RESULT OF
STUDY AND PLANNING

CAREER PLANNING GUIDE

NAME_____ DATE_____

THIS CAREER STUDY IS ON _____

WORK PERFORMED

PERSONAL QUALIFICATIONS (MENTAL ABILITIES AND APTITUDES NEEDED)

WORKING CONDITIONS

EDUCATION AND/OR TRAINING REQUIRED

NAMES AND ADDRESSES OF SCHOOLS

SCHOOL - ADDRESS	COURSE LENGTH	YEARLY COST

FUTURE OUTLOOK

AREAS OF OHIO WHERE JOBS ARE LOCATED

LOCAL BUSINESS AND INDUSTRY WHERE JOBS ARE FOUND

EARNINGS AND WORK HOURS

HOURLY $_____ WEEKLY $_____ MONTHLY $_____ YEARLY$_____

HOURS PER DAY_____

DAYS PER WEEK_____

SHIFT WORK yes_____ no_____

FRINGE BENEFITS

VACATION PAY yes_____ no_____

SICK LEAVE yes_____ no_____

HOSPITALIZATION yes_____ no_____

PENSION PLAN yes_____ no_____

ADVANTAGES AND DISADVANTAGES OF THE OCCUPATION

ADVANTAGES DISADVANTAGES

_____

_____

_____

_____

_____

ADVANCEMENT

_____

_____

_____

OTHER RELATED CAREERS

_____ _____

_____ _____

_____ _____

STUDENT INFORMATION QUESTIONNAIRE

In this questionnaire, you will be asked questions about your vocational interests and educational plans. Each question is important. Read each question carefully and answer it as best as you can.

A. Think about what you would like to do for a living and then read completely through the 27 activities listed below and on the next page. Which one of these activities best describes the kind of work you would like to do for a living?

1. Caring for people or animals in their day-to-day needs, such as working in a nursing home, nursery, hospital, pet store, zoo or animal laboratory.

2. Nursing and related technical work, such as registered nursing activities, X-ray technology, medical laboratory technology, or physical therapy.

3. Medical work, such as performed by a doctor, surgeon, dentist, or veterinarian.

4. Musical activities, such as singing, playing an instrument, or composing.

5. Entertaining people by dancing or performing in stunt shows, comedy acts, or plays.

6. Artistic work, such as painting, sculpturing, flower arranging, photography, fashion designing or interior decorating.

7. Writing novels, poetry, plays, or critical reviews for publication; or editing, translating, or writing speeches or technical reports.

8. Communications work, as in radio or TV announcing, journalism, news information reporting, or interviewing.

9. Promotional activities, as in publicity work, recruiting, or advertising.

10. Legal work, such as performed by a judge or lawyer.

11. Number work, as in accounting, computer programming, finance, statistics or mathematics.

12. Inspecting, as in sorting, measuring, and grading products; or checking equipment, meters, or public places.

13. Appraisal and evaluation, as in determining the efficiency of industrial plants and businesses, pricing real estate, surveying land, or conducting chemical or other laboratory tests.

14. Engineering and other technical work, as in electronics, chemistry, physics, geology, architecture, or drafting.

15. Agriculture and related biological work, such as farming, forestry, landscaping, or plant and animal research.

16. Clerical work, such as filing, typing, key punching, stenography, or keeping records.

17. Manual work, such as performed by a construction laborer, farm hand, firefighter, dishwasher, janitor, or furniture mover.

18. Machine work, as in adjusting and operating machines used in the cutting or shaping of metal or cloth, driving tractor-trailer trucks, or operating heavy equipment.

19. Craftsmanship as found in the building trades, printing, watch repairing, welding, or tool and die making.

20. Skilled operation, repair, or installation of precision equipment, such as performed by an airplane pilot, railroad engineer, television technician, computor operator, auto mechanic, or furnace, air conditioner, or appliance repairman.

21. Serving personal needs of people, such as performed by a waiter, waitress, maid, usher, doorman, messenger, laundry man, gas station attendant, train conductor, policeman, fashion model, or stewardess.

22. Providing skilled service for people as a restaurant or short order cook, beautician, barber, tailor, or dressmaker.

23. Training people in skills, games, crafts, flying, driving, machine operation, or other activities; or training dogs, horses, or animals.

24. Teaching, counseling, and social work activities in schools, colleges, churches, clinics, or welfare agencies, including instruction in art, music, dance and athletics.

25. Waiting on customers in stores, banks, motels, offices, or at home; helping telephone customers with business orders, reservations, and other information guiding tours; transporting customers; or collecting tickets and tolls.

26. Selling and merchandising work, such as performed by a department store buyer, insurance or real estate salesman, factory representative, or wholesaler or retailer of products or services.

27. Managerial work, such as performed by a shop foreman, supervisor, school administrator, police or fire chief, head librarian, executive, hotel manager, union official, or owner or manager of a small store or business.

After selecting the activity which best describes the kind of work you would like to do for a living, mark its number in the space below.

_____1st choice

After you have marked your first choice, look at the activities again and decide which of these activities you would like second best. Mark this choice number in the 2nd choice answer space below.

_____2nd choice

B. Look at the following groups of school subjects. Which group do you like best? Circle your first choice.

1. Mathematics - such as arithmetic, algebra, geometry.
2. English - such as reading, speech, literature, composition.
3. Social Studies - such as geography, history.
4. Sciences - such as earth science, biology, chemistry, physics.
5. Foreign Languages - such as Latin, French or Spanish.
6. Music - such as band, chorus, orchestra, music theory.
7. Art - such as drawing, painting, ceramics, crafts.
8. Shop classes - such as general shop, industrial arts.
9. Home economics.

C. What high school program are you now taking or do you plan to take? Circle your answer.

1. College Prep.(Academic)
2. Business or Commercial
3. Vocational
4. General

D. What type of education or training do you plan to take after leaving high school? Circle your answer.

1. Vocational or technical school
2. Business school (non-college)
3. Junior college or Community college
4. College or university (4 year)
5. Military training
6. Apprenticeship or other on-the-job training
7. None
8. Undecided

E. If business or vocational programs were available to you as part of your high school curriculum, would you take on any of these programs?

1. I am already enrolled in one. 2. Yes, I am interested.
3. I am not interested. NOTE: IF YOU ANSWERED "NO" TO QUESTION E, DO NOT ANSWER QUESTION F.

F. Look below at the business and vocational programs available. If you could take one of these programs, which one would you pick as your first choice? Which one would you pick as your second choice?

1. Ag-Industrial Mechanics
2. Horticulture, Landscaping
3. Ag-Products Processing
4. DATA Accounting
5. High Skill stenography
6. Office machines-clerical
7. Commercial goods (Food preparation and service)
8. Child care
9. Practical Nursing
10. Auto body Repair
11. Auto Mechanics
12. Carpenter
13. Cosmetology
14. Drafting
15. Electronics
16. Machine tooling
17. Power Lineman
18. Printing
19. Welding
20. Distributive Education (wholesale or retail sales or service)
21. Small engines
22. Air conditioning and heating
23. Undecided

APPLICATION FORM

AJAX MANUFACTURING COMPANY

Last Name _____ First Name _____ Initial _____ Social Security No. _____

Address _____ City _____ State _____ County _____ Zip _____

Date Today Mo. _____ Day _____ Year _____ Date of Birth Mo. _____ Day _____ Year _____

Present Age _____ Color Eyes _____ Color Hair _____

Height (ft.) _____ (Inches) _____

Medical: Check if you have had any of the following illnesses

Heart trouble _____ Back injury _____ Diabetes _____ Hernia _____

Ulcers _____ Epilepsy _____ Asthma _____ Color Blindness _____

Do you have a high school diploma? yes _____ no _____

List schools attended:

High School _____ Years 19__ 19__

College _____ Years 19__ 19__

Technical _____ Years 19__ 19__

List experiences or school subjects that have helped you prepare for employment.

_____

_____

_____

Briefly outline your goals in life:

_____

_____

_____

_____

_____

_____

References: List five persons that can speak for your ability and character.

1. Name _____

   Address _____ Tel. _____

2. Name _____

   Address _____ Tel _____

3. Name _____

   Address _____ Tel. _____

4. Name _____

   Address _____ Tel. _____

5. Name _____

   Address _____ Tel. _____

The above information is to be the best of my knowledge complete and accurate.

Signature of Applicant Date

_____ _____

WHAT ABOUT VOCATIONAL EDUCATION?

A majority of Maysville students will not go on to higher education. For most students, some specific vocational training may be the answer.

When you graduate and begin to interview for positions, your prospective employer will want to know what you can do. Those students possessing specific skills will be hired first and will get the better jobs.

If you are interested in vocational education, you will find that the Muskingum Area Joint Vocational School offers a wide range of programs. One of these programs may be suited to your interests.

Following are some questions students may ask concerning the Vocational program at the Vocational School. Your counselors are ready to explain the programs to you and answer any additional questions you might have.

1. Q. What is the Muskingum Area Joint Vocational School?

   A. It is a school to provide career training that is not always available in your home school.

2. Q. Who may attend the school?

   A. Any student enrolled in one of the participating schools who has the interest and potential for success in any of the areas of vocational training offered.

3. Q. What are the procedures for admission to the school?

   A. (1) Have met graduation requirements up to Grade 10 for a two-year program, and Grade 11 for a one-year program.

   (2) Complete an application.

   (3) Home school completes the school data and recommendations portion.

   (4) All applications are reviewed by the home school and then submitted to the Joint Vocational School.

   (5) Students interested in the Practical Nurse Program must be 16 by July 1, before entering the 11th grade, have a (C) average.

(6) Students interested in Cosmetology must have a (C) average.

(7) Students interested in Cooperative Work Programs must have transportation.

4. Q. Must a student have high grades to attend?

A. No! There are programs for students of various ranges of ability.

5. Q. Is there a tuition charge to attend the school?

A. No! Not as long as the student is enrolled in one of the participating schools.

6. Q. Will there be any cost for the student to attend?

A. Yes! There will be some cost. The cost will be for workbooks, lab materials, safety equipment and uniforms that the student may be able to use upon graduation from the program.

7. Q. Does a student have to provide his own transportation to the school?

A. No! The home school will provide transportation to and from the school.

8. Q. Does a student attending the Vocational School receive a diploma from the Vocational School?

A. No! The student receives his diploma from the home school the same as the students who remain at the home school. In addition, the student will receive a certificate from the Vocational School upon completion of his vocational training.

9. Q. Will the Vocational School have an athletic program?

A. No! All athletics will be conducted in the home school.

10. Q. Will the students attending the Vocational School be able to participate in extra curricular programs in their home school?

A. Yes! The Vocational School will dismiss in time for the students to get back to his home school for after-school activities.

11. Q. Can a students, graduating through the Vocational School, go on to the Technical Institute or College?

A. Yes! There are many private, as well as, state and municipal supported colleges and universities that will accept the vocationally trained student.

12. Q. Does the school offer programs for girls as well as boys?

A. Yes! Programs are available for both boys and girls.

13. Q. Will the student need any special subjects in Grades 9 or 10 in order to apply to the Vocational School?

A. Generally speaking, no; but there are some subjects that will be of assistance to the student. A student should check with the counselor to see what subjects are suggested.

14. Q. Will students enrolled in cooperative work experience programs need to provide their own transportation?

A. Yes! Students will have to arrange for their own transportation in order to get to and from work.

15. Q. Will the teachers be certified?

A. All teachers will possess a teaching certificate issued by the State Department of Education.

16. Q. What courses are available at the Vocational School:

A. In Agriculture:

Agri-Business
Agricultural Industrial Mechanics
Horticulture
Food Processing

In Health Occupation:

Practical Nursing

In Home Economics:

Child Care Assistant
Food Service Assistant

In Business and Distributive Education:

Office Machines
Cooperative Office Education
Data Processing
Account Clerk
High Skill Stenography
Distributive Education

In Trade & Industry:

Drafting
Graphic Communication (Printing)
Metal Fusion (Welding)
Building Trades (Carpentry)
Occupational Work Experience
Automobile Mechanics
Auto Body & Fender Repair
Machine Tooling
Power Lineman
Electronics
Cosmetology

17. Q. Where can a person go for assistance and information?

A. See your home school counselor or contact the Muskingum Area Joint Vocational School.

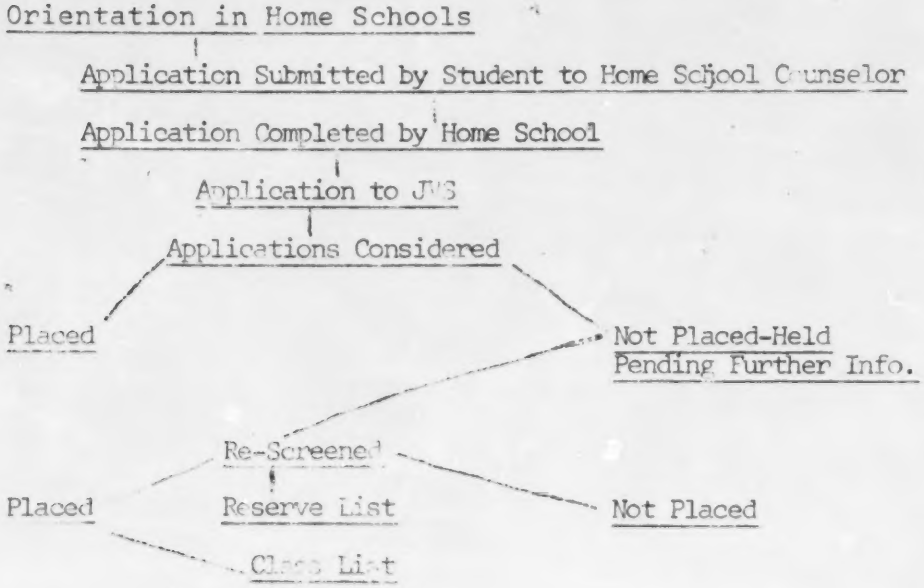
I. ADMISSION PROCEDURES AND REQUIREMENTS

A. Admission Procedures

Students interested in the Vocational School must submit an application for admission prior to the date established each year.

Applications are available in the office of the school counselor in each home school. For applicants to be acceptable, applicant must be enrolled in the home school of the district in which he or she resides. For a student moving into the district, or returning to high school after having dropped out regardless of age, it is up to the home school district to enroll that person before the Joint Vocational School can consider the application.

PROCESS



B. General Requirements

A student interested in enrolling in a Vocational School program should have the interest and aptitude for the vocational program selected.

The student should have an adequate attendance record.

For students entering a 2-year program:

Student should have earned a minimum of 8 credits, which must include the following:

English	2 credits
Math	1 credit
Science	1 credit
Social Studies	1 credit
Health	½ credit
Physical Education	½ credit
Elective	1 credit
Driver's Education	½ credit (if you want your license before age 18)

For students entering a 1-year program:

Students must have earned a minimum of 13 credits, which must include the following:

English	3 credits
Math	1 credit
Science	1 credit
Social Studies	2 credits (1 must be American History)
Health	½ credit
Physical Education	½ credit
Driver's Education	½ credit (Students must have their license to drive)
Electives	4½ credits

Note: Special arrangements for admission can be made if the above requirements cannot be met only by consultation with parents, home school officials, and vocational school officials with a written agreement executed and signed by all three parties.

C. Special Requirements

The requirements listed below refer only to that program for which they are listed and no others. They are not to be considered general requirements.

Practical Nursing	Must have a "C" average. Must be 16 by October 1 before entering the Junior year. This is due to the fact that a student must be 18 to write the state boards. To complete the enrollment, a student must take an Entrance Examination and have an interview with the nursing program supervisor. Must be available for summer clinical experience between Junior and Senior year.
Electronics	Must not be severly color blind.
Power Lineman	Must not be afraid of heights.
Child Care	Must not have a severe speech defect.
Cooperative Office Education	Must have no less than one year of typing. (hopefully one year of shorthand)
Occupational Work Experience	Must be 16 years of age by September 1.

Students enrolled in the following programs must have school accident insurance or proof of a family accident and health plan:

Ag-Industrial Equipment Service
Auto Body
Auto Mechanics
Building Trades
Commercial Foods
Small Engine Repair
Occupational Work Experience Lab
Power Lineman
Air Conditioning & Heating
Horticulture
Machine Trades
Printing
Welding
Ag-Products Processing
A.W.E. Horticulture
Electrical Mechanics
Natural Resource Conservation

Special Requirements (Continued)

Students enrolled in the following programs must be able to provide their own reliable transportation:

Distributive Education
Cooperative Office Education
Agri-Business
Diversified Cooperative Training
Occupational Work Experience
Practical Nursing (Summer Only Between Junior and Senior Year)

and

Senior Year of:

2-Year Distributive Education
Commercial Foods
Child Care
Ag-Products Processing

D. Helpful Preparatory Course Information

Courses listed in the Program Description section VIII, under Helpful Preparatory Courses, are not prerequisite requirements but would be considered "helpful" to obtain a higher degree of success in the vocational program.

E. Evaluation of Application

Applications are evaluated on the following things:

Attendance in Grade 9,10
Background Course Information
General ability as it would pertain to the course selected.
Recommendations from the teachers and counselors
Physical disabilities of student (if they would interfere with the job taining)
Attitude toward learning

All applicants are independently evaluated by the following vocational school staff members:

1. Director of Adult & Special Services
2. Program Supervisor
3. Program Instructor (of applicants 1st choice)

Each evaluator will rate the applicant on the following basis:

1 - Acceptable for placement-highest rating
2 - Acceptable for placement-some question
3 - Not acceptable (reason why)

An applicant receiving a rating of 1 by 2 of the evaluators will be acceptable for placement in a program.

In oversubscribed programs-students receiving all 1's will be placed first, then the applicants who received the two out of three rating of 1 will be placed until the class is filled and a reserve list is established.

All applicants with 3 ratings will be reviewed to try to make placement possible.

A student who is rated for the reserve list will have the opportunity to enter a non-filled program which may be the student's 2nd choice or not.

II. COURSE NAME AND NUMBER AND CREDITS EARNED

A. GUERNSEY-NOBLE CAMPUS

Vocational Courses

Number	Name
160	Motorcycle, Small Engine & Marine Repair-Junior
162	Motorcycle, Small Engine & Marine Repair-Senior
221	Cooperative Office Education-Senior
240	Secretarial Occupations-Junior
241	Secretarial Occupations-Senior
250	Clerical Occupations-Junior
255	Clerical Occupations-Senior
280	2-Year Distributive Education-Junior
285	2-Year Distributive Education-Senior
290	Hotel-Motel Management-Junior
295	Hotel-Motel Management-Senior
320	Auto Mechanics-Junior
321	Auto Mechanics-Senior
350	Cosmetology-Junior
355	Cosmetology-Senior
420	O.W.E.-Junior
425	O.W.E.-Senior
440	Air Conditioning-Heating-Junior
441	Air Conditioning-Heating-Senior
520	Commercial Foods-Junior
523	Commercial Foods-Senior

Academic Courses

051	English
050	O.W.E. English 11
061	O.W.E. English 12
490	Social Studies
491	O.W.E. Social Studies 11
492	O.W.E. Social Studies 12

B. MUSKINGUM-PERRY CAMPUS

Vocational Courses

Number	Name
110	Agri-Industrial Equipment Service-Junior
112	Agri-Industrial Equipment Service-Senior
120	Horticulture-Junior
122	Horticulture-Senior
135	Agri-Business-Senior
140	Ag-Products Processing-Junior
142	Ag-Products Processing-Senior
150	A.W.E. Horticulture-First Year
155	A.W.E. Horticulture-Successive Years
180	Natural Resources Conservation-Junior
185	Natural Resources Conservation-Senior
221	Cooperative Office Education-Senior
230	Data Accounting-Junior
235	Data Accounting-Senior
240	Secretarial Occupations-Junior
241	Secretarial Occupations-Senior
250	Clerical Occupations-Junior
255	Clerical Occupations-Senior
261	Distributive Education-Senior (number to be dropped end of 1977-78 school year)
280	2-Year Distributive Education-Junior
285	2-Year Distributive Education=Senior
320	Auto Mechanics-Junior
321	Auto Mechanics-Senior
330	Building Trades-Junior
335	Building Trades-Senior
340	Metal Fusion-Junior
341	Metal Fusion-Senior
350	Cosmetology-Junior
355	Cosmetology-Senior

B. MUSKINGUM-PERRY CAMPUS (Continued)

Vocational Courses

Number	Name
360	Drafting-Junior
362	Drafting-Senior
370	Electronics-Junior
371	Electronics-Senior
380	Printing-Junior
382	Printing-Senior
390	Machine Tooling-Junior
391	Machine Tooling-Senior
400	Practical Nursing-Junior
405	Practical Nursing-Senior
420	O.W.E.-First Year
425	O.W.E.-Successive Years
430	Power Lineman-Junior
431	Power Lineman-Senior
451	Diversified Cooperative Training-Senior
460	Auto Body-Junior
463	Auto Body-Senior
470	Electrical Mechanics-Junior
473	Electrical Mechanics-Senior
510	Child Care-Junior
515	Child Care-Senior
520	Commercial Foods-Junior
523	Commercial Foods-Senior
530	Special Foods-First Year
535	Special Foods-Successive Years

Academic Courses

051	English
060	O.W.E. English 11
061	O.W.E. English 12
070	Jr. Vocational Humanities
075	Sr. Vocational Humanities

B. MUSKINGUM-PERRY CAMPUS (Continued)

Academic Courses

Number	Name
490	Social Studies
491	O.W.E. Social Studies 11
492	O.W.E. Social Studies 12

_____
(Program Name)

A. Description

1. Length of Program _____

2. Campus Available _____

3. Purpose -

B. Admission Guidelines

1. Helpful Preparatory Courses _____

_____

2. Personal-Social Characteristics _____

_____

3. Physical Characteristcs _____

_____

_____

4. Special Requirements ____No ____Yes (See Section I)

C. Job Opportunities

_____
(Program Name)

A. Description

1. Length of Program _____

2. Campus Available _____

3. Purpose -

B. Admission Guidelines

1. Helpful Preparatory Courses _____

_____

2. Personal-Social Characteristics _____

_____

3. Physical Characteristics _____

_____

_____

4. Special Requirements ____No ____Yes (See Section I)

C. Job Opportunities

_____

(Program Name)

A. Description

1. Length of Program _____

2. Campus Available _____

3. Purpose -

B. Admission Guidelines

1. Helpful Preparatory Courses _____

_____

2. Personal-Social Characteristics _____

_____

3. Physical Characteristics _____

_____

_____

4. Special Requirements ____No ____Yes (See Section I)

C. Job Opportunities